



National Child Care Information Center

A service of the Child Care Bureau

NCCIC

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NATIONAL and STATE EFFORTS to CREATE PUBLIC ENGAGEMENT to SUPPORT HIGH-QUALITY EARLY CARE and EDUCATION

The following is a sample of [national organizations](#), [State organizations](#), and [publications](#) that have information about national and State efforts to use public education campaigns to create public awareness of the need to support high-quality child care.

NATIONAL ORGANIZATIONS

■ **Born Learning Public Awareness and Engagement Campaign**

World Wide Web: <http://bornlearning.org>

The Born Learning Public Awareness and Engagement Campaign is a partnership among United Way of America, the Ad Council, Civitas, and Families and Work Institute. Born Learning is an innovative three year public awareness and engagement campaign to help parents, caregivers, and communities provide children high-quality learning experiences necessary for school readiness. Access to television and radio public service announcements is available on the Web at <http://bornlearning.org/default.aspx?id=36>.

■ **Committee for Economic Development (CED)**

2000 L Street NW

Washington, DC 20036

212-688-2063

World Wide Web: <http://www.ced.org>

CED is an independent, nonpartisan organization of business and education leaders dedicated to policy research on major economic and social issues and the implementation of its recommendations by the public and private sectors. Through both policy analysis and strategic partnerships, CED is mobilizing the business community to foster systemic improvements in early childhood investments and to help identify and disseminate best practices. CED is taking its recommendations to several States—Illinois, Massachusetts, New York, New Jersey, and Pennsylvania—to build support for early education proposals. CED is also running an endorsement campaign seeking support from America's business community to help build public understanding about the economic and social need for early childhood education. The following CED resources have additional information:

- *Preschool for All: Investing in a Productive and Just Society* (February 2002) is available on the Web at http://www.ced.org/docs/report/report_preschool.pdf.
- *Preschool for All: Early Education Newsletter* Vol. 1, No. 1 (September 2002) is available on the Web at http://www.ced.org/docs/newsletter_prek_09_2002.pdf.

■ **Connect for Kids**

The Benton Foundation
1625 K Street NW, 11th Floor
Washington, DC 20006
202-638-5770

World Wide Web: <http://www.connectforkids.org/index.htm>

Connect for Kids helps adults to make their communities better places for families and children. The Web site offers a place on the Internet for adults who want to become more active citizens, from volunteering to voting with kids in mind. Their Action Central Web page at http://www.connectforkids.org/action_central includes information about action alerts, upcoming events, and advocacy strategies.

■ **Corporate Voices for Working Families**

1899 L Street NW, Suite 250
Washington, DC 20036
202-429-0268

World Wide Web: <http://www.cvworkingfamilies.org>

Corporate Voices for Working Families is a nonpartisan, nonprofit corporate membership organization created to bring the private sector voice into the public dialogue on issues affecting working families. Corporate Voices for Working Families provides member corporations with unique access to the policy-making process at a high level, expertise on policy issues related to working families, and opportunities to network with other corporate leaders in the field. Early learning and after-school care are among the major issues addressed by Corporate Voice for Working Families.

■ **Early Care and Education Collaborative**

Communications Consortium Media Center (CCMC)
1200 New York Avenue NW, Suite 300
Washington, DC 20005
202-326-8700

World Wide Web: <http://www.earlycare.org/aboutece2.htm>

The Early Care and Education Collaborative is a multi-year project of seven State-based child advocacy organizations working on child care issues. CCMC coordinates the Collaboration. The project's purpose is to design and implement strategic public education strategies aimed at creating the public will in each of the target States to expand both the supply and the quality of early care and education resources. The Collaborative also shares the lessons learned on this unique partnership with the broader child care community. State partners include the Association for Children of New Jersey, Center for Florida's Children, Citizens for Missouri's Children, Colorado's Children's Campaign, Connecticut Voices for Children, Kansas Action for Children, Pennsylvania Partnerships for Children, and Voices for Illinois Children. CCMC is a Washington, DC-based public interest media organization.

■ **Foundation for Child Development (FCD)**

145 East 32nd Street, 14th Floor

New York, NY 10016-6055

212-213- 8337

World Wide Web: www.fcd-us.org

FCD is a national, private philanthropy dedicated to the principle that all families should have the social and material resources to raise their children to be healthy, educated, and productive members of their communities. The FCD Board and staff see an opportunity to contribute to the creation of a well-aligned first level of public education in the United States, connecting prekindergarten, kindergarten, and the first three grades into a coherent first level of publicly funded education. The program FCD has developed to create and promote such an alignment is called the Mapping the P-3 Continuum (MAP) initiative. Additional information is available on the Web at <http://www.fcd-us.org/ourwork/f-index.html>.

■ **National Association of Counties (NACo)**

440 First Street NW

Washington, DC 20001

202-393-6226

World Wide Web: <http://www.naco.org>

NACo ensures that the nation's 3,066 counties are heard and understood in the White House and the halls of Congress. It provides legislative, research, technical, and public affairs assistance, as well as enterprise services to its members. NACo has created an Early Childhood Development Task Force that is charged with providing guidance for NACo's research, educational, technical assistance, and policy agendas on the topics of early childhood development and school readiness. The Counties Care for Kids: Early Childhood Development and School Readiness Initiative is an early childhood grant program that supports counties interested in investing in early childhood development and school readiness. For additional information, contact Gary Gortenb at ggortenb@naco.org. Additional information on this initiative is available on the Web at

http://www.naco.org/Template.cfm?Section=Homepage_Features&template=/ContentManagement/ContentDisplay.cfm&ContentID=9873.

■ **The National Center for Children in Poverty (NCCP)**

The Joseph L. Mailman School of Public Health of Columbia University

215 West 125th Street, 3rd Floor

New York, NY 10027

646-284-9600

World Wide Web: <http://www.nccp.org/>

The mission of NCCP is to identify and promote strategies that prevent young child poverty in the United States and that improve the life chances of the millions of children under age 6 who are growing up poor. The following resources have information about public awareness efforts:

- Promoting the Well-Being of Infants, Toddlers, and Their Families: Innovative Community and State Strategies is a Web site sponsored by NCCP that contains comprehensive initiatives to support infants, toddlers, and their families. Information presented throughout this Web site draws on the experiences of 25 selected initiatives

across the country to provide strategies that other States and communities can use to promote more targeted and effective policy and practice to address the needs of infants and toddlers. This resource is available on the Web at http://www.nccp.org/it_index.html.

- *Learning from Starting Points: Findings from the Starting Points Assessment Project: Executive Summary* (October 2001), by Jane Knitzer and Fida Adely, documents the variations in context, structure, activities, and accomplishments across the 11 sites that were funded throughout the Starting Point initiative, including four city sites: Baltimore, Boston, Pittsburgh, and San Francisco; and seven States: Colorado, Florida, Hawaii, North Carolina, Rhode Island, Vermont, and West Virginia. It includes examples of activities to implement the core strategy of promoting public awareness and engagement. This resource is available on the Web at <http://www.nccp.org/media/lsp01-sum.pdf>.

■ **National Governors Association (NGA)**

Hall of States

444 North Capitol Street

Washington, DC 20001-1512

202-624-5300

World Wide Web: <http://www.nga.org>

Early Childhood Issues

World Wide Web:

<http://www.nga.org/portal/site/nga/menuitem.4096192acba1c8899cdcbbeb501010a0/?vgnextoid=abbb8cc156de1010VgnVCM1000001a01010aRCRD>

NGA provides governors and their senior staff members with services that range from representing States on Capitol Hill and before the Administration on key Federal issues to developing policy reports on innovative State programs and hosting networking seminars for State government executive branch officials. The NGA Center for Best Practices supports the work of governors and their policy advisors in developing and implementing strategies to increase opportunities for early child literacy, learning, and development. The following documents have information about promoting child development issues:

- *Where There's a Will: Promising Ways to Promote Early Childhood Development* (September 20, 2001), is a review of data and findings from research done on public attitudes toward early care and education from about a dozen separate focus group projects and more than a dozen polling efforts. This resource is available on the Web at <http://www.nga.org/cda/files/091001WILLSPARKS.pdf>.
- *Communicating the Early Childhood Message* (September 20, 2001), presents information on strategies Illinois has used to increase knowledge of early childhood issues. This PowerPoint presentation is available on the Web at <http://www.nga.org/cda/files/091001WILLMESSAGE.ppt>.

Developing and Supporting Literacy-Rich Environments for Children (February 26, 2001), identified strategies that Ohio's Ready to Learn initiative had used to support literacy-rich environments. This resource is available on the Web at <http://www.nga.org/cda/files/IB022401LITERACY.pdf>.

■ **National Institute for Early Education Research (NIEER)**

120 Albany Street, Suite 500

New Brunswick, NJ 08901

732-932-4350 ext.225

World Wide Web: <http://nieer.org>

NIEER supports early childhood education initiatives by providing objective, nonpartisan information based on research. The goal of NIEER is to produce and communicate the knowledge base required to ensure that every child receives a good education at ages 3 and 4. The Institute seeks to provide policy-makers with timely information addressing the practical problems they face in implementing and supporting early education initiatives. NIEER offers research, policy briefs, and a media center. The following video is available to policy-makers to help them understand the importance of high-quality preschools:

- *Growing and Learning in Preschool* shows the essential features of a high-quality preschool program. It shows how a preschool curriculum based on solid research builds school and life-related skills, why well-qualified teachers are so important, and how play is integrated into learning. For information about how to order this free five minute video in VHS or DVD format, contact NIEER at info@nieer.org or on the Web at <http://www.nieer.org/resources/video>.

■ **National League of Cities (NLC)**

1301 Pennsylvania Avenue NW, Suite 550

Washington, DC 20004

202-626-3000

World Wide Web: <http://www.nlc.org>

NLC provides a wide range of programs and services to strengthen the ability of city officials to serve their communities. Through the work of its Institute for Youth, Education, and Families, the NLC provides publications, technical assistance, audio conferences, and issue networks that can help municipal leaders implement and strengthen policies and programs for children and youth. Additional information about NLC's early childhood program area is available on the Web at http://www.nlc.org/Issues/Children_Youth/.

■ **Parents' Action for Children (formerly the I Am Your Child Foundation)**

335 North Maple Drive, Suite 135

Beverly Hills, CA 90210

310-285-2385

World Wide Web: <http://www.parentsaction.org/>

Parents' Action for Children is a national nonprofit organization dedicated to advancing the interests of families and young children. Parents' Action develops parent education materials, connects parents with one another, and fights for issues such as early education, health care, and high quality and affordable child care. Parents' Action for Children is organizing parents as a powerful movement to ensure that the nation's policies reflect concern for and commitment to parents and their children. Their Action Tools and Resources Webpage includes information about fact sheets, training guides, Web sites, and advocacy organizations that can explain the legislative process, link parents to Federal and State legislation, and offer assistance to new and

experienced advocates. The Action Tools and Resources is on the Web at <http://www.parentSACTION.org/act/tools/>.

■ **PNC Grow Up Great**

PNC Financial Services Group
One PNC Plaza
249 Fifth Avenue
Pittsburgh, PA 15222 2707
877-PNC-GROW (762-4769)

World Wide Web: http://www.pncgrowupgreat.com/grow_up_great.html

PNC Grow Up Great is a ten-year, \$100 million investment in preparing young children from birth to age 5 for school and life. PNC Grow Up Great will invest in grants, sponsorships, television and print content, communications, and volunteerism to support school readiness. PNC Grow Up Great is partnering with experts in the field, including Sesame Workshop and Family Communications, Inc. The project's goal is to better prepare 2.8 million children in the markets PNC serves for school in the areas of language, literacy, science, creative arts, social and emotional growth, and physical health.

■ **Success By 6[®]**

United Way
701 North Fairfax Street
Alexandria, VA 22314-2045
703-836-7112

World Wide Web: <http://national.unitedway.org/sb6/>

United Way Success By 6[®] is a national community-based movement of public and private partners that work together to deliver proven solutions that ensure all children from birth to age 6 are healthy, nurtured, and ready to succeed. In more than 350 cities throughout the United States and Canada, United Way Success By 6[®] is creating effective community-based solutions that contribute to the positive quality of life for young children.

STATE ORGANIZATIONS

Arizona

■ **Children's Action Alliance**

4001 North Third Street, Suite 160
Phoenix, AZ 85012
602-266-0707

World Wide Web: <http://www.azchildren.org>

Children's Action Alliance is a nonprofit, nonpartisan research, education, and advocacy organization dedicated to promoting the well-being of all of Arizona's children and families. Through research, publications, media campaigns and advocacy, the organization acts as a voice for children.

Colorado

■ Colorado Children's Campaign (CCC)

1120 Lincoln Street, Suite 125

Denver, CO 80203

303-839-1580

World Wide Web: <http://www.coloradokids.org/>

As a Statewide nonprofit organization, CCC promotes the well-being of all children through research, public awareness, and public policy, with special emphasis on early intervention, education, and long-term prevention. In 2004, the Early Childhood Partnership of Mesa County, Colorado produced a series of eight “commercials” on a variety of topics related to young children such as nutrition, discipline, and sleeping. The Mesa County Department of Human Services bought airtime to run the commercials on the local television network affiliates. The commercials are intended to be shared Statewide—anyone working on children’s issues in Colorado can get a copy of the tapes by contacting the Colorado Children’s Campaign www.coloradokids.org. The following CCC resources describe additional public education activities:

- *Colorado Children’s Campaign 2002 Campaign for Kids Public Education Activities* is available on the Web at <http://www.earlycare.org/publiceducationactivities.pdf>.
- *Statewide Advocacy Activities for 2002* is available on the Web at <http://www.earlycare.org/planningguide.pdf>.
- *Statewide Advocacy Activity: Outreach Activity 1: Communications Calendar* is available on the Web at <http://www.earlycare.org/communicationsworkplan.pdf>.

Florida

■ Children’s Campaign, Inc.

P.O. Box 1718

Tallahassee, FL 32302

850-425-2600

World Wide Web: <http://www.Iamforkids.org>

Florida’s Children’s Campaign Inc. is Statewide network of community leaders and grassroots volunteers working to unite Floridians around ways to help children. It is a nonpartisan, Statewide community empowerment and education project to ensure voter and candidate attention to Florida’s 3.6 million children. Local campaign networks disseminate information to the media; distribute material to voters; and sponsor candidate forums, focus groups, and town meetings.

Illinois

■ **Voices for Illinois Children**

208 South LaSalle Street, Suite 1490
Chicago, IL 60604
312-456-0600

World Wide Web: <http://www.voices4kids.org/index.html>

Voices for Illinois Children is a Statewide, nonprofit, nonpartisan group of child advocates who champion the full development of every child in Illinois to assure the future well-being of the State residents. It works with families, communities, and policy-makers to ensure that all children grow up healthy, nurtured, safe, and well educated. Information about community engagement is available on the Web at <http://www.voices4kids.org/community.htm>.

Iowa

■ **Iowa Better Baby Care Campaign**

World Wide Web: <http://www.IABabies.org>

The Iowa Child Care & Early Education Network launched the Iowa Better Baby Care Campaign. Television PSAs, radio PSAs, outdoor ad spaces, and a Web site were created for this public awareness campaign. The messages focus on the critical early learning years and how important it is to have well-educated staff caring for our youngest children. Access to these radio and television ads is available on the Web at <http://www.IABabies.org>.

Kansas

■ **Kansas Children's Campaign**

Kansas Action for Children (KAC)
3360 SW Harrison
Topeka, KS 66611
785-232-0550

World Wide Web: <http://www.ks4kids.org/campaign/about.htm>

The Kansas Children's Campaign is a private, nonprofit, citizen-based corporation. It is a nonpartisan Statewide community empowerment and education project designed to ensure voter and candidate attention to Kansas' 700,000 children. Its goal is to improve the lives of children and families by placing their needs at the center of attention and action. Local campaign networks disseminate information to the media; distribute material to voters; and sponsor candidate forums, focus groups, and town meetings. Additional information about KAC is available on the Web at <http://www.kac.org/>.

Kansas City Region

■ **Partners in Quality (PIQ) for Early Learning The Metropolitan Council on Early Learning (MCEL) Mid-America Regional Council (MARC)**

600 Broadway, Suite 300
Kansas City, MO 64105
816-474-4240

World Wide Web: <http://www.marc.org/mccc/piq.htm>

PIQ for Early Learning is a MCEL project that engages a group of metropolitan Kansas City organizations and individuals to design and implement a national early learning system through individual commitment and collective action. MCEL is a program of MARC, which serves as the association of city and county governments and the metropolitan planning organization for the bi-State Kansas City region. PIQ's goals include: elevate public understanding of the importance of early learning and its significant contribution to the health and economic well-being of the community; provide leadership to the design and implementation of the metropolitan early learning system; create a forum for community groups concerned with quality early learning to partner in new ways to leverage their individual efforts; and mobilize stakeholders at the local, State, and national level to secure both private and public investment in early learning. Additional information about MARC is available on the Web at <http://www.marc.org/>.

Massachusetts

■ **Early Education for All Campaign**

Strategies for Children, Inc.
400 Atlantic Avenue
Boston, MA 02110
617-330-7380

World Wide Web: <http://www.strategiesforchildren.org>

The goal of the Early Education for All Campaign is to make high-quality early childhood education available to all Massachusetts children, ages 3 through 5. Leaders from business, labor, religion, education, healthcare, and early education and care, along with thousands of parents and early childhood advocates, have been involved in developing a legislative policy proposal that will make this goal a reality. More information is available on the Web at http://www.strategiesforchildren.org/eea/eea_home.htm. Publications about this initiative include the following:

- *Early Education for All: A Strategic Political Campaign for High-Quality Early Education in Massachusetts* (October 2004), *FCD Working Paper: Advocating for PK-3*, No. 5, by Melissa Ludtke, published by the Foundation for Child Development, describes a political campaign for high-quality early education in Massachusetts called Early Education for All (EEA). The campaign is working to provide universal access to high-quality early childhood education and full school-day public kindergarten for 3-, 4-, and 5-year-old children in Massachusetts. EEA held 32 regional forums and 60 public meetings Statewide over a two year period during which EEA sought input from frontline education and care workers and parents in shaping the goals and articulating the policies

contained in the legislation. A key strategies of the EEA campaign included engaging influential new allies for children to work in partnership with early childhood education and care advocates; creating and building This resource is available on the Web at <http://www.ffcd.org/uploadDocs/WP5EarlyEducationforAll.pdf>.

- *Business Leaders as Legislative Advocates for Children: A Case Study from Boston* (February 2000), by Margaret Blood and Melissa Ludtke, document the active engagement of business leaders as new and “unlikely messengers” whose participation contributed to the passage of three child-focused bills in Massachusetts. It highlights valuable lessons for child advocates and business leaders who are interested in knowing how to make this kind of alliance work well to benefit children. This resource is available on the Web at <http://strategiesforchildren.org/images/pdfs/bostoncasestudy.pdf>.
- *Our Youngest Children: Massachusetts Voters and Opinion Leaders Speak Out On Their Care and Education* (2000), by Margaret Blood, Strategies for Children, describes a Statewide study that examined the opinions of voters, child care experts, and opinion leaders regarding early care and education in order to inform a Statewide effort to meet the early childhood education needs of Massachusetts children and their families. This resource is available on the Web at <http://strategiesforchildren.org/images/pdfs/mb.pdf>.

Minnesota

■ Ready 4 K: Minnesota’s School Readiness Campaign

Wright Building, Suite 345
2233 University Avenue West
St. Paul, MN 55114-1629
866-644-8138 or 651-644-8138

World Wide Web: <http://www.ready4k.org>

Ready 4 K is a campaign working to bring about comprehensive policy change to advance the early care and education movement on behalf of Minnesota’s children, their parents, and their caretakers. It is focused on enabling communities to engage with the issue of school readiness and develop local approaches that make sense to local citizens; on informing the public of the importance of early care and education and the current challenges facing Minnesota; on expanding relationships with business leaders by focusing on the issue of early care and education as a fundamental concern for employers and employees; and on identifying cost-effective ways to enhance choices for parents of young children. Its core constituents include the Alliance of Early Childhood Professionals, Child Care WORKS; Children’s Defense Fund–Minnesota; Congregations Concerned for Children– Child Advocacy Network; Minnesota Child Care Resource & Referral Network; and Minnesota Initiative Funds.

New Hampshire

■ **Children's Alliance of New Hampshire**

2 Greenwood Avenue
Concord, NH 03301
603-225-2264

World Wide Web: <http://www.childrennh.org>

The Children's Alliance of New Hampshire is a Statewide, nonprofit advocacy organization with over a decade of experience working on behalf of the health and well-being of the children in New Hampshire.

New York

■ **Winning Beginning NY**

Center for Early Care and Education

c/o Schuyler Center for Analysis and Advocacy
150 State Street, 4th Floor
Albany, NY 12207
518-463-1896, ext 23

World Wide Web: <http://www.winningbeginningny.org>

Winning Beginning NY is a Statewide campaign working to inform policy-makers and the public about the many benefits of early education to children, families, and society. The campaign aims to build a broad-based constituency to make investment in early care and education a top public priority in New York State. The first phase of the campaign focuses on making the State's Universal Prekindergarten (UPK) program available to all school districts Statewide. The Winning Beginning NY campaign is supported in part by the Pew Charitable Trusts through the Trust for Early Education. Other goals include: advocating for investment in quality early education, promoting planning, coordination, and implementation strategies that strengthen early care and education, supporting implementation of Universal Pre-kindergarten through public information, policy analysis, technical assistance, and working to build a Statewide early education system that links child care, Head Start, preschool special education, and Universal Prekindergarten.

Oklahoma

■ **Oklahoma Better Baby Campaign** and **Smart Start Oklahoma** developed a series of PSAs featuring the First Lady of Oklahoma. They are on four topics: health, parenting, quality child care, and school readiness. For additional information, contact Lori Linstead at 405-236-5437, ext. 103 or e-mail llinstead@smartstartok.org.

Utah

■ **Care About Child Care**

800-622-7390

World Wide Web: <http://www.careaboutchildcare.org/campaign.htm>

The Utah Office of Child Care and the Utah Association of Child Care Resource & Referral Agencies have teamed up to sponsor Utah's first comprehensive child care public information campaign, entitled Care About Child Care. The purpose of the campaign is to make people aware of the role quality care can play in childhood development. The campaign is designed to emphasize the benefits of quality child care and help parents find and evaluate the care available to their children. The campaign includes television and radio PSAs; parent, provider, and business collateral materials; community relations activities; and media relations endeavors. Access to the television PSAs is available on the Web at <http://www.careaboutchildcare.org/tv.htm>. Access to the radio PSAs is available on the Web at <http://www.careaboutchildcare.org/radio.htm>.

ADDITIONAL PUBLICATIONS

■ The following information is excerpted from the *Child Care and Development Fund Report of State Plans FY 2004-2005* (2004), by the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services:

2.3 – Public-Private Partnerships

Describe the activities, including planned activities, to encourage public-private partnerships that promote private-sector involvement in meeting child care needs, including the results or expected results. (658D(b)(1), §98.16(d)):

- Fourteen States (AZ, AR, DC, FL, HI, IN, IA, MD, OR, UT, VT, WA, WV, WI) conducted public awareness campaigns.

Maryland educates and encourages eligible families to apply for the Federal and Maryland Earned Income Credit through a campaign—the Maryland Earned Income Credit Awareness Campaign. A partnership of over 30 nonprofit organizations, business, and State and local public agencies conducts the campaign using direct mail, the United Way telephone hotline, public service announcements, advertisements, and bus posters to reach as many families as possible.

In **Oregon**, an education campaign—Oregon's Child: Everyone's Business—focuses on brain research. It involves more than a dozen public and private partners and offers free resource information in English and Spanish for parents, caregivers, businesses, and organizations.

Care About Child Care is **Utah's** first public awareness/media campaign intended to make the public aware of the role quality child care plays in early childhood development. It emphasizes quality care and how parents can find and evaluate child care. (pp. 52–53)

5.1.4 Summary of Quality Activities

Describe each activity that is checked "Yes" above, identify the entity(ies) providing the activity, and describe the expected results of the activity.

- Twenty-two States (AZ, CO, DE, FL, GA, ID, IL, KS, KY, MT, NE, NJ, NY, NC, OH, OK, OR, PR, UT, VT, WI, WY) reported that they were involved in a public awareness campaign to promote early care and education.

Kansas works with CCR&R agencies to implement its public awareness campaign Good Beginnings Last a Lifetime. The campaign focuses on brain development, the components of high-quality care, and techniques for business support.

Montana funds a business service provider, Banik Creative Group, to manage its consumer education campaign. Banik has designed window clings for all licensed and registered providers, as well as a Start Quality logo that is displayed by all one- and two-star providers.

Utah has developed a press kit that is distributed as part of its public awareness campaign. The campaign includes television and radio spots, newspaper articles, materials, and a Web site (<http://www.careaboutchildcare.org>).

Think Big, Start Small™, **Wisconsin's** public awareness campaign, includes products targeted at parent involvement, professional development of caregivers, and business involvement in early care and education. (page 172)

Child Care and Development Fund Report of State Plans FY 2004-2005 is available on the Web at <http://nccic.org/pubs/stateplan/stateplan.pdf>.

■ “Beyond the Usual Suspects: Developing New Allies to Invest in School Readiness” (May 2004), a *Resource Brief*, by Charles Bruner, published by the State Early Childhood Policy Technical Assistance Network (SECPTAN), provides information on how advocates can work to build a broader set of allies to promote an early childhood agenda to improve school readiness. Potential allies include corporate leaders, early elementary educators, health care professionals, law enforcement officials, small business owners, State legislators, and the working poor. The brief stresses the importance of recognizing the cultures of groups of allies and crafting outreach messages accordingly. It also discusses potential allies in terms of political culture, the messages most likely to appeal to each group, and the assets each can contribute. This resource is available on the Web at http://www.finebynine.org/pdf/usual_suspects.pdf.

■ *Making the Case for Early Care and Education: A Message Development Guide for Advocates* (2004), by Lori Dorfman, Katie Woodruff, Sonja Herbert, and Joel Ervice, Berkeley Media Studies Group, helps advocates at the local, State, and national level talk about early childhood education (ECE) more effectively in order to increase public support for investing in ECE. It describes the overall strategy and the policy context in which the message appears and explains how media strategies can enhance the overall strategy. It also addresses message strategies and offers concrete advice on framing ECE, constructing core messages, and answering challengers. It discusses embedding messages in compelling stories that get journalists' attention. The last chapter applies the core messages to key policy areas with suggestions for story elements. Chapters 1-4 are available on the Web at

■ http://www.bmsg.org/content/YellowBook_1.pdf. Chapter 5 is available on the Web at http://www.bmsg.org/content/YellowBook_2.pdf.

■ *Analysis of the Messages of the Early Childhood Movement* (February 2003), by Erika Falk, Annenberg Public Policy Center of the University of Pennsylvania, lists State and national organizations engaged in early childhood education and development. In addition it documents patterns found in the messages produced by these organizations, and suggests ways to improve these texts. It serves as a guide to child-centered organizations to help them in developing a shared communication strategy. This resource is available on the Web at http://www.annenbergpublicpolicycenter.org/05_media_developing_child/2003_APPCAnalysisMessagestxt.pdf.

■ *Engaging Other Sectors in Efforts to Improve Public Policy in Early Childhood Development* (February 2003), by Lorie Slass, Annenberg Public Policy Center of the University of Pennsylvania, provides information for advocates working in the early childhood field about how to draw various groups and their constituencies into efforts supporting public policies around children and families. It also offers suggestions for increasing awareness about early childhood issues among these groups and suggests strategies for educating and involving them. Although most of the organizations included in the analysis represent national groups, the lessons learned are applicable to state and community groups as well. This resource is available on the Web at http://www.annenbergpublicpolicycenter.org/05_media_developing_child/2003_AnnenbergOtherSectors2R.pdf.

■ “Public Will and Constituency Engagement” (2002), *Moving an Out-Of-School Agenda, Task Brief #8*, published by the Forum for Youth Investment, discusses factors that are critical in engaging the public in out-of-school issues. It examines and who should play a role in engaging the public and how they should frame the issues. This resource is available on the Web at <http://www.nsba.org/site/docs/11800/11718.pdf>.

The National Child Care Information Center does not endorse any organization, publication, or resource.